



Nursing Program
Student Learning Outcome Mapping
Course (CLO), Program (PLO), Institutional (ILO)

Program Description: This program is designed to provide students with technical knowledge, skills and proper work habits/attitudes necessary for employment in this field. The program prepares students to work and advance in their careers or for the pursuit of a higher education in the field of nursing.

| Program Learning Outcomes | Institutional Learning Outcomes |
|---|---|
| <ol style="list-style-type: none"> 1. Provide nursing care based on the nursing process. 2. Demonstrate both verbal & written communication skills in the classroom and in the work place. 3. Demonstrate principles of asepsis and safety. 4. Practice within legal and ethical parameters. 5. Demonstrate entry-level competencies and responsibilities when performing nursing skills/care. 6. Apply critical thinking skills in the classroom and in the place of work. | <ol style="list-style-type: none"> 1. Critical Thinking and Problem Solving: Analyze and solve problems by using informed judgment based on evidence, sound reasoning, and/or creativity to differentiate facts from opinions and to specify solutions and their consequences. 2. Communication: Effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas in academic, work, family and community settings. 3. Quantitative and Technological Competence: Use mathematical skills appropriate to our technological society by analyzing and solving problems that are quantitative in nature and use technology for informational, academic, personal and professional needs. 4. Diversity: Understand and appreciate differences in cultures and behaviors between the self and others by demonstrating respect, honesty, fairness, and ethical principles in both personal and professional life. 5. Civic Responsibility: Apply the principles of civility and morality to situations in the contexts of a healthy family, work, community, environment and world. 6. Aesthetics: Apply numerous means of inquiry to experience and appreciate the values of arts and nature. |

PLO-ILO Mapping

| PLOs | ILOs | | | | | |
|-------|-------|-------|-------|-------|-------|-------|
| | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| PLO 1 | X | X | | X | X | |
| PLO 2 | X | X | X | X | X | |
| PLO 3 | X | X | | X | X | |
| PLO 4 | X | X | | X | X | |
| PLO 5 | X | X | | X | X | |
| PLO 6 | X | X | X | X | X | |

CLO-PLO-ILO Mapping

NU102: Basic Nursing Concepts

This course introduces the nursing process, concepts and skills for the nurse in caring for the adult client who requires minimal adaptation to meet needs resulting from altered states of wellness. Focuses on the needs of the elderly includes the following: safety, asepsis, communication, mental health and crises, nutrition, fluids, electrolytes, and elimination, pharmacology, body mechanics and mobility. Successful completion of Nursing Math Module is a requirement.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Describe the aspects of nursing practice that affect the scope of nursing. | X | X | | | | X | X | X | | X | X | |
| 2. Examine common ethical issues that nurses and other healthcare providers face. | | | | X | | X | X | X | | X | X | |
| 3. Analyze the steps of the nursing process. | X | X | | | X | X | X | X | | X | X | |
| 4. Demonstrate understanding of the nursing role in caring for the patients undergoing various medical procedures. | | | X | | X | X | X | X | | X | X | |

NU 103 - Child Health Nursing I (Pediatrics I)

Focuses on the use of the nursing process to identify and meet the basic needs of children and their families with commonly occurring alterations in wellness. Emphasizes promotion of health, prevention of alterations in wellness and the impact of illness on the child and family.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Demonstrate understanding of the benefits of using nursing process in the care of a child who is sick. | X | X | X | | | X | X | X | | X | X | |
| 2. Devise a nursing care plan for a child who is hospitalized. | X | X | X | X | X | X | X | X | | X | X | X |
| 3. Demonstrate understanding of various measures that can be done to prevent the spread of common childhood diseases. | X | X | X | X | X | X | X | X | | X | X | |

NU 104 - Physical Assessment

This course is designed to provide the student of nursing with the knowledge and skills necessary to competently take a health history, perform a head-to-toe exam, accurately record the findings and report deviations from normal to the proper Health Care Provider. The findings provide the basis for planned health education.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Evaluate client's health history. | X | X | | | X | X | X | X | | X | X | |
| 2. Assess major landmarks of the human body. | | | X | | X | X | X | X | | X | X | |
| 3. Perform physical assessment on a chosen client. | X | X | X | X | X | X | X | X | | X | X | |
| 4. Recognize abnormal findings from a head-to-toe assessment. | X | X | | | X | X | X | X | | X | X | |

NU 105 - Patient/Family Health Education

This course is designed to present sound adult educational techniques to nursing students. It will equip students with skills required to teach patients and their families about their illnesses or conditions so they can be involved in their own maintenance.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Describe the nurse's role in the health education. | | X | | | X | X | X | X | | X | X | |
| 2. Design an effective health teaching method(s) for patient/family with learning disability. | X | X | X | X | X | X | X | X | | X | X | X |
| 3. Evaluate own health teaching. | | X | | | | X | X | X | | X | X | |

NU 106A - Nursing Trends I

This course focuses on nursing history in Micronesia and internationally. The role of the practical nurse is explored in relation to interdisciplinary cooperation, legal and ethical issues and the transition from a student to a practical nurse.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Deliver a comprehensive change-of-shift report. | | X | | | X | X | X | X | | X | X | |
| 2. Demonstrate ability to use effective verbal communication skills. | | X | | | | X | X | X | | X | X | |
| 3. Analyze common causes of conflicts in nursing and the different resolutions for them. | X | | | | | X | X | X | | X | X | |
| 4. Compare and contrast management skills in nursing. | | | | | | X | X | X | | X | X | |

NU 106B - Nursing Trends II

This course focuses on legal and ethical issues and trends affecting contemporary and future health care. It emphasizes the transition from the role of a student to a registered nurse, and from a registered nurse to advanced leadership positions in Nursing.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Demonstrate understanding of the responsibilities of an entry-level RN. | | | X | | X | X | X | X | | X | X | |
| 2. Recognize the impact of the current trends in nursing practice. | X | | | | | X | X | X | | X | X | |
| 3. Describe the nurse's role in ethical issues in health care. | | X | | X | | X | X | X | | X | X | |
| 4. Describe the legal roles of the nurse in health care. | | X | | X | | X | X | X | | X | X | |
| 5. Formulate a personal resume. | | X | | | | X | X | X | | X | X | X |

**NU 108 - Child Health Nursing II
(Pediatrics II)**

This is the second course in Child Health Nursing. It presents to the student specific diseases and conditions requiring hospitalization, outpatient care, or home involvement. Emphasis is on interpersonal relationships with family members, a positive, yet gentle approach to the patient, developing skills in dealing with a grieving family, emergency intervention and procedures to follow for referral for care at a distant location.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Describe different kinds of health care programs for young children. | | | | | | X | X | | | | | |
| 2. Develop a care plan for the hospitalized child. | X | X | | | X | X | X | X | | X | X | X |
| 3. Distinguish abnormal characteristics from the "normal" characteristics of neonates. | X | | | | X | X | X | X | | X | X | |
| 4. Recognize signs of distress in the neonates. | X | X | X | | X | X | X | X | | X | X | |
| 5. Examine common disorders seen in children. | X | X | | | X | X | X | X | | X | X | |

NU 201 - Adaptation to Illness I
(Adult Health Nursing I)

Focuses on the nursing process to assist clients in meeting goals related to psycho-social, metabolic, circulatory, respiratory, endocrine (diabetes), and neurosensory adaptations. Therapeutic communication is presented and practiced.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Demonstrate understanding of the management of an adequately functioning respiratory system. | X | X | X | | X | X | X | X | | X | X | |
| 2. Recognize common signs and symptoms of hypertension. | | | | | X | X | X | X | | X | X | |
| 3. Demonstrate understanding of the management of a healthy heart. | X | X | X | | X | X | X | X | | X | X | |
| 4. Demonstrate understanding of the management of Diabetes Mellitus (DM). | X | X | X | | X | X | X | X | | X | X | |
| 5. Design a comprehensive assessment tool for assessing adequately functioning nervous system. | X | X | X | | X | X | X | X | | X | X | X |

NU 202 - Family Centered Nursing

Focuses on the care of clients and their significant others in the prenatal clinics and during labor, delivery and postpartum periods. Includes the nursing care of newborn infants.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Demonstrate understanding of the goals of prenatal care. | | | | | X | X | X | X | | X | X | |
| 2. Distinguish abnormal labor from normal labor. | X | X | | | X | X | X | X | | X | X | |
| 3. Demonstrate understanding of the care of women after birth. | X | X | X | X | X | X | X | X | | X | X | |
| 4. Demonstrate understanding of the nurse's role in reproductive health. | | | | X | X | X | X | X | | X | X | |
| 5. Demonstrate understanding of the care for infants with common disorders. | X | X | X | | X | X | X | X | | X | X | |

NU 203 - Adaptation to Illness II

(Adult Health Nursing II)

Focuses on the use of the nursing process to assist clients and their significant others with physical mobility, elimination, reproductive, immune responses, and fluid and electrolyte adaptations.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Demonstrate ability to intervene when a patient is experiencing altered immune response. | | X | | | X | X | X | X | | X | X | |
| 2. Demonstrate understanding of prevention of back injuries. | | X | | | X | X | X | X | | X | X | |
| 3. Differentiate between a well-functioning digestive tract and a poorly functioning digestive tract. | | | X | X | X | X | X | X | | X | X | |
| 4. Demonstrate understanding of the care and management of common disorders of the reproductive organs. | X | X | | X | X | X | X | X | | X | X | |
| 5. Recognize the client at risk for fluid/electrolyte imbalance. | X | | X | | X | X | X | X | | X | X | |

NU 204 - Adaptation to Illness III
(Adult Health Nursing III)

This course focuses on the use of the nursing process to assist clients and their significant others who are dealing with pain, cancer, peripheral vascular disease (PVD), collagen diseases, disorders of the musculo-skeletal system, disorders of the blood and blood-forming organs and disorders of the genito-urinary system. Emphasis is placed on identifying actual or potential crises resulting from altered adaptation.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Demonstrate understanding of the care of patients experiencing pain. | X | X | | | X | X | X | X | | X | X | |
| 2. Demonstrate understanding of nursing care & treatment for cancer. | X | X | X | | X | X | X | X | | X | X | |
| 3. Formulate a nursing care plan for a patient with disorders of PVD & collagen disease, & musculoskeletal system. | X | X | | X | X | X | X | X | | X | X | X |
| 4. Assessment of the hematological status of one of the patient assigned to you. | | X | X | | X | X | X | X | | X | X | |
| 5. Design a comprehensive nursing care plan for the patient with disorders of the genito-urinary system. | X | X | | X | X | X | X | X | | X | X | X |

NU 205 - Mental Health Nursing

Emphasis is on the nursing process to meet the psychosocial needs of a culturally diverse population, the healthillness continuum, therapeutic communication and the development of a therapeutic relationship with clients. This course also focuses on the use of the nursing process to implement therapeutic interventions according to the client's need to attain, maintain or improve adaptive coping. Learning experience will take place in the acute hospital and outpatient clinics.

| CLO Students will be able to: | PLO | | | | | | | ILO | | | | | |
|---|-------|-------|-------|-------|-------|-------|--|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Demonstrate therapeutic assessment using both theoretical models & biological psychiatric methods. | X | | | | X | X | | X | X | | X | X | |
| 2. Demonstrate use of informed consent in the clinical setting. | | | | X | | X | | X | X | | X | X | |
| 3. Demonstrate an understanding of psycho-pharmacology interventions in mental illness. | X | | X | | X | X | | X | X | | X | X | |
| 4. Demonstrate therapeutic level of communication with client/family. | | X | | | X | X | | X | X | | X | X | |
| 5. Implement milieu therapy for patients with personality disorders. | | | | | | X | | X | X | | X | X | |

NU 206 - Community Health Nursing

Emphasis is on primary health care interventions directed toward clients throughout the life span in a wide variety of settings. Course content includes health education, disease prevention, restorative care and interventions for groups. Clinical experiences will include preceptorships with community health nurses and medical personnel.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Discuss factors determining & influencing the frequency & distribution of diseases, injuries, & other health related events & their causes in Palau & abroad. | | X | | | | X | X | X | | X | X | |
| 2. Discuss common diseases/illnesses prevalent in Palau. | | X | | | | X | X | X | | X | X | |
| 3. Develop a simple teaching material that a non-medically oriented citizen can understand. | X | X | | | | X | X | X | | X | X | X |
| 4. Devise a lesson plan for health education & do a presentation in class, or to a group of patients in the community. | X | X | | X | | X | X | X | | X | X | X |
| 5. Perform a health interview on a chosen patient. | | X | X | X | X | X | X | X | | X | X | |
| 6. Discuss common communicable diseases seen in Palau and elsewhere. | | X | | | | X | X | X | | X | X | |

NU 207 - Decision-Making and Leadership

In addition to management of clients and their significant others using the nursing process; introduces leadership and management concepts; incorporates time management, decision-making and delegation skills in the care of a small group of clients. These concepts are applied in NU206.

| CLO Students will be able to: | PLO | | | | | | ILO | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | ILO 1 | ILO 2 | ILO 3 | ILO 4 | ILO 5 | ILO 6 |
| 1. Identify specific goals of a given care unit. | | X | | | | X | X | X | | X | X | |
| 2. Illustrate how the structure of an organization either facilitate or impedes communication, flexibility, and job satisfaction. | | X | | | | X | X | X | | X | X | |
| 3. Integrate leadership roles and management functions in time management. | | X | | | | X | X | X | | X | X | |
| 4. Create a working environment that maximizes the development of human potential and also where conflict can be used to foster growth, innovation, & productivity. | | X | | | | X | X | X | | X | X | X |
| 5. Develop a plan creating a supportive and motivating work climate, addressing limit setting, and discipline and also to include those employees with various kinds of special needs. | | X | | X | | X | X | X | | X | X | X |
| 6. Use performance appraisal tools to motivate employees and promote their professional growth. | | X | | X | | X | X | X | | X | X | X |